

NEW JERSEY COLLEGES:



Centennial Hall, new million-dollar dormitory for women at Trenton State Teachers College. Its campus is one of finest in New Jersey.

EXCITEMENT touches the six teachers college campuses in New Jersey—more excitement than at any time in the 100 years of formalized teacher education in the state. This is the year when the colleges move toward the last stages of the \$15,000,000 rebuilding program approved by state voters in a 1951 bond issue.

Translation of money voted in 1951 into buildings in 1956 has been discouragingly slow in some places, delayed by strikes or slow delivery of equipment or the red tape that binds any state project. Yet optimism is high everywhere; a new day has arrived in New Jersey teacher education.

Educators judge the new facilities in terms of academic benefits, naturally, but there is a secondary dividend—the buildings combine sound educational utility with handsome modern lines. The \$15,000,000 has meant more than new buildings; it has meant a definite goodbye to what might well be called the "dingy era," when teachers colleges came close to being considered wards of the state.

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This is the fourteenth of a series of articles which not only describe New Jersey's colleges and universities, but tell the story of the growth and traditions of individual colleges within the state, picture their roles in modern education and explains how they plan to meet what has been called "an impending tide of students." Next Sunday: Bloomfield College.



Presidents of state's six teachers colleges. Foreground: Dr. Roscoe L. West of Trenton, "dean" of group, and Dr. Marion E. Shea, Paterson. Standing:

(from left) Dr. Michael D. Gilligan, Jersey City; Dr. E. De Altan Partridge, Montclair; Dr. Eugene G. Wilkins, Newark; Dr. Thomas E. Robinson, Glassboro.

The 'New Look' in Teachers Colleges

Improved Facilities Will Boost Morale of Undergraduates in State's Colleges for Teacher Education as the \$15,000,000 Rebuilding Program Approved by Voters in 1951 Bond Issue Nears Last Stages

By **JOHN T. CUNNINGHAM**

TEACHERS COLLEGES

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LAST fall a senior teacher-to-be surveyed the new \$950,000 food service building at Trenton State. He took in the modern lines of the structure, the spacious lounges, the liberal use of color and the student center with its snack bar and juke box. "You know," he said with a big proud undergraduate grin, "we've gone collegiate—just like Dartmouth!"

The senior let his spirits run away with him, of course (or else he hasn't seen Dartmouth lately). However, let it be understood that now undergraduates at New Jersey teachers colleges can enjoy some of the physical comforts that have been taken for granted at most private colleges for a half century or more.

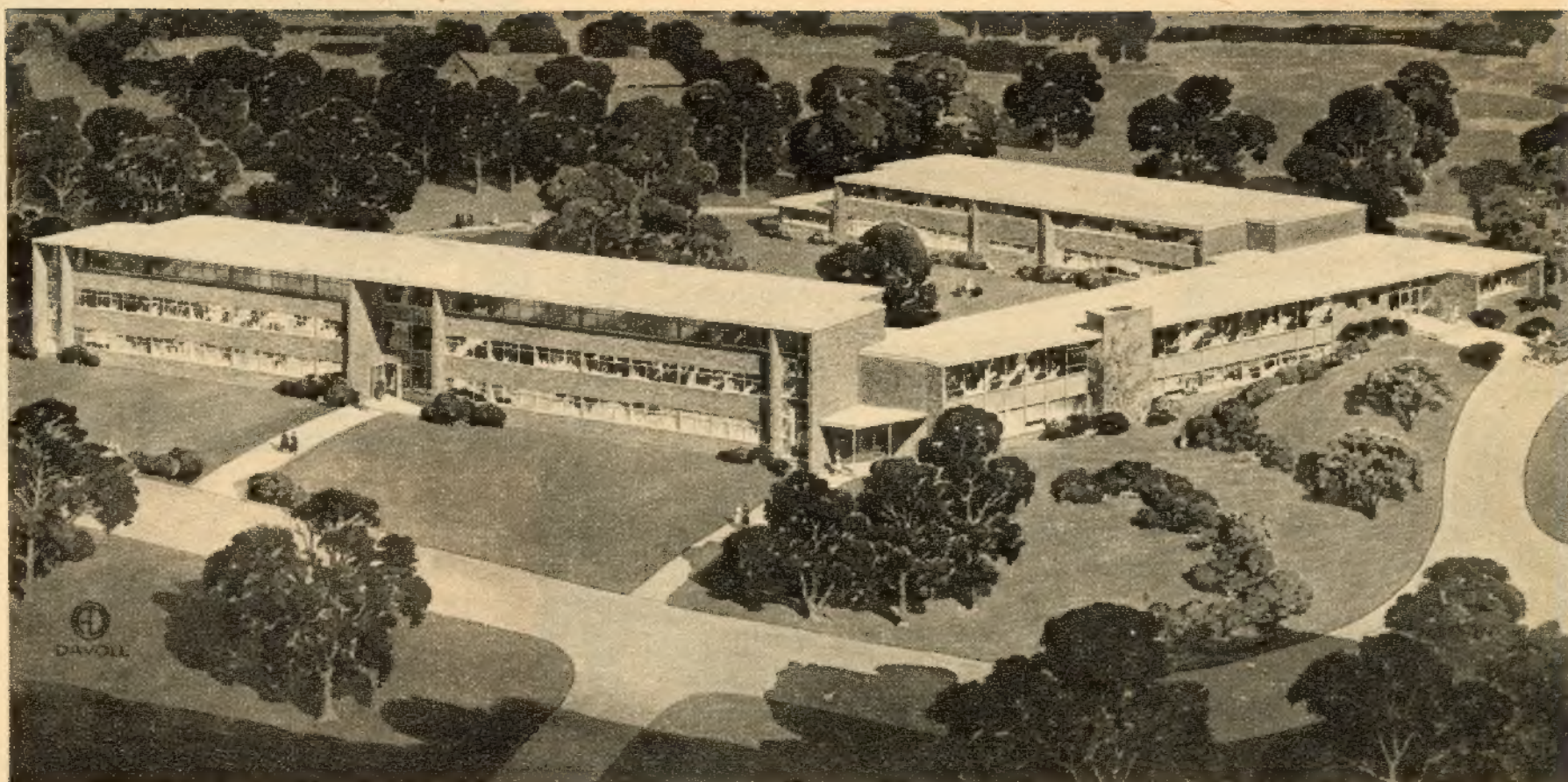
Work is finished or nearly finished on the new buildings at Trenton, Glassboro, Jersey City and Paterson. Even the most pessimistic at Montclair expect work to be completed there next September (although during a December strike many on the Essex County campus said: "We'll believe we have new buildings when we're in them"). Newark's relocation on a new campus on the Union-Elizabeth borderline should be accomplished by September, 1957.

HERE is a point to underscore, nevertheless: Freshmen who enter the relocated Newark college in September, 1957, won't be available as teachers until September, 1961—or one full decade after money was voted for teachers college improvement. That can't be called breathtaking speed; the optimism must be tinged with reality.

Already there is need for more money. Each of the six teachers college presidents has submitted a list of needs to the State Commissioner of Education—and in aggregate the list is big. Presidents aren't seeking new frills or new buildings to make all of the students imagine they are at Dartmouth or Smith. They weigh their needs against the fact that right now—even with many of the new buildings still unfinished—all of the six teachers colleges are near peak enrollment.

The six presidents seem determined never again to be in the plight confronting the colleges when they fought the Battle of '51. Memories of crowded halls and classrooms, pitifully inadequate libraries and gymnasiums, dimly lit cafeterias, and run-down dormitories are too fresh in their minds to be quickly forgotten.

True enough there once were some extenuating circumstances for outmoded facilities. The bitter and prolonged depression put a sudden end to funds to improve or relocate Montclair, Paterson and Trenton campuses, and only the multi-million dollar move of Trenton to a new campus was accomplished before the state's purse strings had to be drawn tightly. Then came the war, then the hectic post-war era when inadequate facilities, crowding and shortages became ways of life rather than mere teachers college problems.



Architect's drawing of administration-classroom building for the new Newark STC campus on former 120-acre Kean estate in Union.

EXCUSABLE procrastination can't delay deterioration, nevertheless. No new classrooms had been added to Montclair since 1908, Paterson still struggled in outmoded "P. S. 24" built in 1910 and practically nothing had been done to modernize Newark's once-splendid "school in the garden" built in 1913.

A Montclair citizens' committee in 1946 sought a \$1,000,000 appropriation to improve its college, but no funds came. Paterson succeeded three years later where Montclair failed, and in 1949 the Legislature approved a Paterson plan for \$1,000,000 to buy and develop a 220-acre estate in Haledon, three miles west of the city. The estate had been bought in 1902 by Mrs. Garrett A. Hobart (widow of the vice president who served under President William McKinley from 1897 until Hobart's death in 1899).

The Hobart "Castle," whose Tudor architecture looked positively collegiate, had 40 big rooms which could be converted readily to college use. Up on the rock-bound hillside above the castle, \$600,000 went to construct a brick classroom building; on November 1, 1951, Paterson said goodbye forever to its city surroundings and moved to the Hobart grounds. Students marveled at their wonderful new surroundings as they walked over real grass under real pines, oaks and maples on a real hillside.

Paterson's new-found prosperity served to throw light on the problem all the colleges faced. Patently the needs of the teachers colleges couldn't be met by each college using what influence it had to win piecemeal appropriations—sometimes, even if unintentionally, at the expense of the others. The time had come to act in concert.

THE concert became discordant in 1949, when the state's voters resoundingly defeated a proposed \$50,000,000 bond issue tying together in one nice big confusing package the teachers colleges, Rutgers University and the state's public institutions. Too many characters got into the act; the public wouldn't buy the program. Voters



Hobart "Castle," administrative heart of Paterson State in Haledon. New gymnasium and new library are close to the main building.

wouldn't approve anything spelled out in the ambiguity of the 1949 referendum.

Soon after, a small group gathered on the Montclair campus to see what could be salvaged. Out of that meeting came a bill introduced in the Legislature by Assemblywoman Grace M. Freeman, a Montclair graduate, authorizing a referendum for a 15 million dollar bond issue to rebuild the six state teachers colleges. Voters went to the polls November 6, 1951 (just five days after Paterson moved to its new campus), and by a 5-3 vote approved the bond issue.

There is little to be gained in re-fighting the Battle of '51, but it is important to note that the teachers colleges themselves could take credit for the victory. They carried the fight almost alone for awhile, hitting hard at the incredibly poor facilities on most of their campuses. They picked up strength, beat back some stubborn opposition, and, with the help of important allies who entered the fight, they won.

SEVERAL things accrued from the bond issue struggle, over and above the 15 million dollars (not that anyone minimizes money). For one thing, teachers colleges learned that most New Jersey voters and taxpayers favor good teacher training institutions—if given the facts. After all, five out of eight voters said "yes" to the referendum. The key was complete candor in presenting the case to the public.

Secondly, and possibly most important in the long run, the six colleges learned the value of full cooperative effort. This can't help but mean a better future program—more closely coordinated curricula, coordinated planning, coordinated public relations programs, coordinated inter-campus student relationships. It's unlikely that ever again the six colleges will seek state funds or state approval of any kind on an individual basis.

Much of the future of the six colleges is attuned to a "master plan" drawn in November, 1952. The prin-



Then and now (right) at Montclair. Scene of 1951 shows students crowded into lower hall, only available recreation area at the time.



Spacious is the word for Paterson's new campus where (above) graduation ceremony was held. View also takes in New York's skyline.

cial purpose was to allocate funds, but a secondary part of the plan was to decide exactly the purpose each college must serve. Montclair will be devoted primarily to training high school teachers, Trenton will train both elementary and high school teachers, and the other four colleges will concentrate in training teachers for elementary schools.

The six colleges had to decide themselves how the 15 million dollars could best be spent. Montclair and Newark needed funds most, so they got the most—\$4,700,000 to Montclair, \$3,700,000 to Newark. Glassboro and Trenton each received about two million dollars, Paterson was allocated \$1,300,000, and Jersey City gained \$917,000.

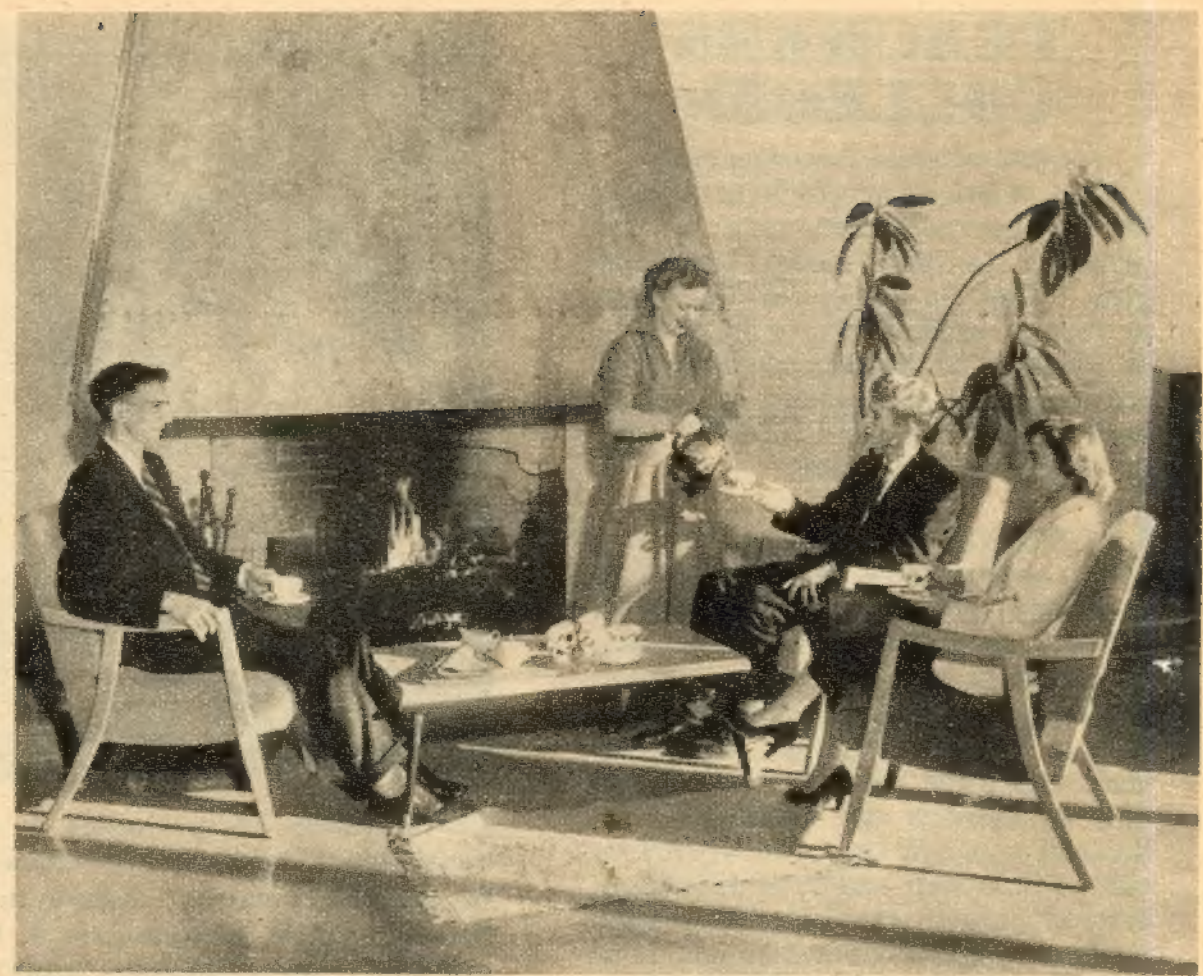
Today, as bulldozers roar and jackhammers pound and plasterers quietly work, the six campuses are taking on new appearances.

JERSEY City is least changed in appearance, since its small 10-acre campus dictated that the new gymnasium

be added as a wing in the rear of the excellent collegiate Gothic building on Hudson Blvd. The library has been expanded by adding another small wing in the rear. The Gothic is unmarred (from the front view, at any rate).

Trenton's physical facilities were good before the bond issue. Now, with the addition of a million-dollar women's dormitory and a \$950,000 food service building, Trenton State with its wooded acres and landscaped ponds is one of the finest college campuses in the state. Similarly, Glassboro's additions of a library, two dormitories, a food service building and a \$600,000 demonstration school have served to accentuate the academic atmosphere under the old oaks and colorful laurel of South Jersey.

Away to a head start with its one million dollar grant in 1951, Paterson has placed its new gymnasium and new library close to the original classroom buildings and Hobart Castle. Solid rock rising close to the surface unfortunately made it difficult to



spread out over all of the 220-acre campus. That doesn't mean Paterson State isn't aesthetically pleasing. Off to the east, against a foreground of towering trees, the New York skyline can be viewed. Off to the north, deep in the forest in a natural basin, the college has fashioned an athletic field of rare charm.

IMAGINATION is partially needed to visualize the new look at Montclair, since only the men's dormitory was ready when college opened last September. At year's end, thanks to a strike over the fine point of whether the state has a right to build roads on a state-owned campus, work stopped entirely. The almost-completed classroom building, the just-started gymnasium and the three units in an auditorium-dining hall-student life building can't be counted on for a full academic year of use until next September.

Nevertheless there is enough finished or well underway to convince a visitor that Montclair's 75-acre campus will be another showplace among teachers colleges. For one thing, the gymnasium has an imposing location overlooking Sprague Field. For another thing, the new men's dormitory and the three-unit building have a vista encompassing the valley below with New York City as a backdrop on the horizon. Montclair, on its ridge, never will need to apologize for its appearance.

IF imagination has to be used at Montclair, then it takes downright fantasy to visualize the five new buildings where students will move from Newark—possibly in January, 1957, more likely in September, 1957. Right now the new buildings are nothing more than architect's drawings. The site is the former Kean estate in Union, 120 acres of gently-rolling and partially-wooded land, close to some of the best transportation facilities in the East.

The site is perfect. The modernistic buildings, drawn by the same architect who designed Trenton's two new buildings, look equally perfect on

the drawing board. Here is an opportunity to build a college from the ground up—to place exactly right on campus the administration building, the library, the gymnasium, the student union-food service building and an up-to-the-minute separate heating plant. This relocation of a college on a completely new campus should be one of the most intriguing New Jersey college stories of this century. Some day as many as 3,000 students (about one-third of them living in dormitories) may walk where open fields now stretch.

Nothing in the new building program is quite as striking as the fact that the use of modern architecture—for reasons of economy among other reasons—features a bright mood. Pastel colors predominate in all the buildings, with here and there a splash of vivid hue. Great panes of glass open on the out-of-doors, permitting views of nature's settings as at Trenton or Glassboro, or of the metropolitan skyline as at Paterson and Montclair. Broad fireplaces send a glow through dormitory lounges. The dingy past is gone.

BRIGHTNESS would be of minor moment if that was the only important fact to note. Most important, what will the colleges do with these 15 million dollars worth of new facilities?

Above all, they will attract a great many more applicants. That isn't fancy; statistics prove it. Applications for all six colleges reached an all-time high last September when the six entering freshman classes totaled 1,492 students, a jump of 33 per cent over the year before. Obviously the more students who apply, the more selective the colleges can be—better students, and eventually better teachers, will result.

New buildings aren't the sole answer to more applicants. New Jersey's new minimum teacher salary law helped attract some additional applicants. Most of the increase can be attributed, however, to a joint recruiting campaign started three years ago.

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TEACHERS COLLEGES

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Now, at last, all six teachers colleges sell teacher education as a general principle to high school boys and girls. They no longer sell Glassboro or Trenton or Montclair or Jersey City or Paterson or Newark as individual colleges; they sell teaching. Previously each college competed in effect with all others for candidates.

COOPERATIVE recruiting had to come, because now each college had redefined individual responsibilities. Certain specialties have been concentrated in one or another school. Business education, offered until this year at Trenton, Paterson and Montclair, will after next year be offered only at Trenton and Montclair. Industrial arts, now taught in Newark as well as Montclair and Trenton, will be offered only in the latter two after next year. Health education and nursing will continue to be offered only at Jersey City. Music specialization will continue, as now, at Trenton and Montclair, but fine arts will be offered only at Montclair.

Concentration of specialties in one or another school poses immediate problems. Supposing a high school graduate living in Bridgeton or Cape May or Glassboro wants to train to teach business courses; he must go to Trenton or Montclair. Similarly, suppose a Newton girl or a Salem girl wants health education and nursing; she must attend Jersey City. That means more dormitory space, if every potential teacher in every county is to be served.

Dormitories for every campus, including Jersey City, are in the planning for the immediate future. Paterson, Jersey City and Newark (Union) all want dormitories in addition to such facilities now existing at Glassboro, Trenton and Montclair. Each of the campuses feels the need of new or enlarged demonstration schools. Paterson and Newark now have none, Jersey City and Montclair need larger schools, and only Glassboro and Trenton are set for the moment as far as demonstration facilities are concerned. Even at Trenton demonstration opportunity is far from ideal, since the school used for the purpose is township owned and extends only to sixth grade.

THERE are other necessities, as the teachers college presidents see them and as they have so expressed themselves in preparation of a second "master plan." The presidents recognize that within a short time, perhaps even by the time the new Newark (Union) campus is ready, the full enrollment of 5,500 anticipated in the 1952 master plan will be reached.

This, then, is the question: Should the high tide of current enthusiasm for public education be ridden to seek additional funds through another bond issue or through increased appropriations in the annual state budget? Or can the public be sold on teacher education only through the medium of pitifully overcrowded fa-



Concentration of specialties in state colleges such as Jersey City, which alone offers health education and nursing, created the need for dormitory space. Among school's students are Nurses Edwina Sonnet (center), assigned to St. Francis Hospital, with Marian Breid and Mary Carroll Meaney (right) to Medical Center, all Jersey City.

cilities and deterioration? If it takes 10 full years to get full results from allocated money (as it will take that long to get full results from the present 15 million dollar bond issue), will waiting much longer to seek new funds be a foolish luxury?

Along with the material needs, the presidents must also seek to maintain the high standards of their institutions. New Jersey's teachers colleges have won a nationwide reputation for admissions procedures developed in the last decade or so. A system of testing, personality interviews, speech analysis and rating charts have helped weed out applicants who probably would fail as teachers.

THE teachers colleges are getting top-grade students. This year, for example, 51 per cent of all freshmen came from the top third of their graduating classes. Recruiting, which last year carried into all but a few of the state's high schools, is enticing leading students into thinking about teaching as a career. Moreover, from the standpoint of the future, some recruiting has even reached down to touch the hearts and minds of eighth graders.

Dr. Robert H. Morrison, assistant commissioner for higher education in New Jersey from 1937 to 1955, gets a large share of credit in developing the excellent admissions program and the coordinated recruiting drive. For that matter, much of the progress of teachers colleges in recent years has been attuned to Dr. Morrison's enthusiasm for teacher education. Dr. Morrison resigned his state position last year to become dean of Seton Hall's School of Education.

Obviously not all New Jersey's teacher needs will be supplied by the six teacher colleges. Nine other New Jersey colleges and universities (including Rutgers) have full teacher training programs. Some of them coordinate their programs closely with teachers colleges, to the extent that their students take as much as a full year's work on a teachers college

campus. Many other liberal arts college graduates get their teacher certification in post-graduate courses.

Teachers college presidents feel the quality of their education is high. They feel the quality of their faculty members is excellent. Presidents point out that liberal arts studies are stressed as well as professional courses, to make the graduate as well-rounded as possible. Teachers colleges use national testing programs, which show all six of the New Jersey colleges placing above national averages. Undoubtedly there are some inferior graduates of teachers colleges, but honest appraisal would indicate that nearly every college or university has its quota of questionable degree winners.

STUDENT morale is high on teachers college campuses. It's visible, even in overcrowded Newark, where naturally no tangible results of the bond issue can be seen because of the upcoming shift in location. Observers of teachers colleges in the dingy days saw little if any low morale despite the incredibly inadequate quarters. The answer probably is a favorite word of teachers themselves—motivation; these undergraduates KNOW what they want to do. Some have known as early as the seventh grade, studies show.

Teachers college campuses in New Jersey are still woman-dominated, as far as the student bodies are concerned. Of the 4,500 students on the six campuses, 3,300—73 per cent—are women. Some of the colleges have as many as five women for every male, particularly those colleges attuned to elementary training. Montclair, with 500 men and 700 women on campus, comes closest to even balance. Clearly, such things as intercollegiate athletics suffer at times from a shortage of males (although replacement of archaic gymnasiums should help mould stronger intercollegiate activity). Social activities such as dances need almost as many off-campus males as are needed at the average all-women's college.

Interestingly enough, in view of the fact that a predominance of females has always existed in teachers colleges, New Jersey did not get its first feminine college president on a teachers campus until last spring when Dr. Marion E. Shea was inaugurated at Paterson State.

Dr. Shea is one of five New Jersey teachers college presidents inaugurated in six years. Dr. Eugene G. Wilkins, president at Newark since 1950, is the oldest of these in point of service. Dr. E. De Alton Partridge of Montclair, Dr. Thomas E. Robinson of Glassboro, Dr. Shea and Dr. Michael D. Gilligan of Jersey City have all been inaugurated since Dr. Wilkins assumed the Newark presidency.

THAT makes Dr. Roscoe L. West of Trenton far and away the dean of all six presidents. Dr. West has seen teachers college education come of age in New Jersey. He was director of teacher education in the State Department of Education in the change-over period from normal schools to teachers colleges in the late 1920s and has been president of the Trenton college since 1930.

"We didn't start building our traditions until we became four-year colleges," Dr. West declares. "Under the old two-year normal school program there wasn't time to build traditions. Since then many of the normal school graduates have gone elsewhere to finish degree requirements. Their loyalty often went with them. Now, however, our teachers colleges have graduates in many responsible positions. Our traditions are coming of age."

Sometimes memories of the old days linger on. Many people in the towns where the colleges are located still call the teachers colleges "normal schools" out of habit (or perhaps because of adjacent streets called some variant of Normal Ave. or Normal Dr.). Many feel that the time has come to think of some name changes to reflect modern purposes—from Montclair State Teachers College, say, to Montclair State College of Education (substitute any of the colleges for Montclair, of course). Many other states have made similar changes.

ONE name change is certain to come when Newark State Teachers College shifts to the new Union campus. "Newark" must go, for geographical reasons. Why not, proponents of name changing say, go all the way and use a completely new name? The name most often heard is "Dana State College of Education," to reflect the belief that "college of education" carries more weight than "Teachers College" and to honor the memory of John Cotton Dana, the great Newark librarian who did so much for teacher education.

Whatever the name at Union—or Montclair or Glassboro or elsewhere—no one will suggest abandoning the motto John Cotton Dana devised for the Newark Normal School in 1913. It's a motto that stands as a symbol of teacher philosophy, a motto engraved in stone over the entranceway in Newark:

"Who dares to teach must never cease to learn."